

## Multicultural Education

Research Article

Homepage: [www.MC-caddogap.com](http://www.MC-caddogap.com)**EFFECT OF SOCIAL VALUES AND LIFE SKILLS ON ORGANIZATIONAL CULTURE OF SECONDARY SCHOOLS****Ayesha Akhtar**

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**ABSTRACT**

This study aimed to examine the relationship between social values, life skills, and organizational culture of secondary schools. Teachers and head teachers of district Sargodha were the population of the study. The sample was drawn from three tehsils of district Sargodha, namely Sargodha, Bhalwal, and Shahpur. The sample included 600 teachers and head teachers of secondary schools, with 508 teachers and 92 head teachers/SSS using multistage convenient sampling technique. Data was gathered through survey method. Three scales were used: the Multidimensional scale (Bolat, 2013) to measure social values, the IYF Life Skills Scale (IYF, 2021) to measure life skills, and the Organizational culture scale (Somonnoy Ghosh, 2014) to evaluate the organizational culture of secondary schools. The data collected included the perspectives of teachers and head teachers on social values, life skills, and organizational culture. The data was analyzed using correlation, regression, through SPSS. The research findings revealed a strong relationship between the organizational culture of schools, the social values, and life skills of teachers and head teachers of secondary schools.

**ARTICLE INFO****Keywords:**

Social values, Life skills, Organizational culture, Secondary schools.

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**1. INTRODUCTION**

Social values are basically perceptions towards a particular culture and they act as a bench mark or a system of measurement (Schwartz, 2012). In secondary schools, values are taught in the content, process, and management, including discipline and other practices, in view of raising the ethical sensibility of learners.

Life skills according to the WHO definition adopted in 1993 refer to the acquired competencies which enable people to meet demands of daily living. Skills including problem solving, interpersonal communication, and thinking are very useful for the students' further learning process as well as for the development of effective learning climate in the classroom.

The purpose that remains challenging in the time of enhanced globalization and growing resemblances in cultures is to realize how implementing the training of social norms as well as the acquisition of such valuable skills influences the organizational culture of the school. (Karakas, 2009).

Culture is a critical part of learning, and one cannot talk of culture without mentioning people.

Organizational culture in the field of education refers to the collective principles, assumptions, and expectations held by individuals in an organization regarding how they should perceive, think, feel, and behave in the workplace (Schein, 2010.)Organizational culture is formed by the collective input of different individuals. Social relations often require conformity to specific culturally specific qualities based on gender, ethnicity, or nationality (Richardson, 2010).Social relations often require conformity to specific culturally specific qualities based on gender, ethnicity, or nationality (Richardson, 2010). Human talents and behavior constitute a unified entity, encompassing social elements such as trust, creativity, ethical behavior, regulations, and customs. (Gezon & Kottak, 2016). Society separates people from natural forces and encompasses their collective creations.

Culture can be understood as the collective sum of historical developments. Culture can be understood from a rational or cognitive perspective and can also be defined in terms of civilization, as something concrete and existing. It symbolizes the problems solved within a society ethically and intelligently. From this viewpoint, culture is considered the primary aspect of the collective way of living, rather than something separate. (Jenks, 2004)

The culture within educational institutions, such as schools, has a significant impact on educational outcomes. This culture which is a system of beliefs and practices within a given social context influences the relationships between learners, instructors, the workforce, and functioning of a school or college. For their part, Deal and Peterson (1999) explain that culture has an impact on job commitment in schools, on the improvement of practices related to teaching and learning as well as the creation of student-supporting environments.

Furthermore, Schein (2010) suggests that a school's fundamental assumptions and beliefs can significantly impact staff, students, academic achievement, problem-solving effectiveness, and student well-being. Taking these aspects into account, it is clear that changes in organizational culture not only influence the academic environment but also have an impact on other educational outcomes. In contemporary terms, Hoy, Tarter, & Kottkamp (1991) argue that schools that operate within a cooperative community characterized by trust, respect, and a shared vision are more likely to embrace innovative teaching strategies, support professional development, and attain higher standards of student performance.

The term "organizational culture" in schools refers to the core foundation that influences and shapes educational institutions, affecting everyone's experiences in the school environment. Schools that encourage teamwork, innovation, and a commitment to student success can improve students' academic achievements and personal growth .These elements define the operation of a school and its educational significance. Ethical principles such as respect, integrity, and responsibility guide moral and acceptable behavior within a school community (Lickona, 1991).

A strong work culture plays a significant role in guiding people's behaviors, decision-making, and conflict resolution, fostering a purposeful community ethos. Moreover, it equips students and staff with essential life skills such as communication, problem-solving, and emotional intelligence. This approach enhances student interactions, academic task compliance, and reduces instances of bullying and disruptive behaviors. Additionally, it contributes to lower teacher turnover, improved academic achievement, and a sense of motivation within the community (Weare & Nind, 2011; Cohen, 2006; Payton et al., 2008).

Moreover, it is important to establish an organizational culture that focuses on social relationships and life skills essential for effective functioning in society, other than education. Schools that incorporate these values and skills into their curriculum not only improve the quality of education they offer but also have a vital role in shaping individuals for the future. These individuals will be adaptable and considerate of others' well-being. (Elias et al., 1997).

Many researchers have been examining the social values and life skills of teachers in the organizational culture of schools. However, the strength of the suggestions for and against the paper is missed. It is a challenging issue that remains unresolved for concerned researchers. The purpose of the research is to enhance our knowledge of the correlation between organizational cultures in educational institutions and their significant effects on teacher's social values and life skills. Integrating social values and life skills into their curriculum and culture is crucial for the holistic development of teachers. However, there is a lack of studies that directly link these variables within the organizational culture. Existing literature focuses on each aspect independently. Further studies should be done to clarify the contribution of school leaders to building a culture of the school supporting the education of social values and life skills. This study aims to fill this gap by assessing the relationship between social values and life skills on the organizational culture of schools.

## 2. OBJECTIVE OF STUDY

- To determine the relationship between social values and life skills of teachers & head teachers and the organizational culture of secondary schools.
- To find out the effect of the social values of teachers/heads on the organizational culture of the secondary school.
- To find out the effect of the life skills of teachers/heads on the organizational culture of the secondary school

## 3. HYPOTHESIS OF THE STUDY

H01: There is an insignificant relationship between teachers' / head's social values and the organizational culture of the school

H02: There is an insignificant relationship between the teacher's /head's life skills and the organizational culture of the school

H03: There is an insignificant relationship between teachers' /head's social values and life skills of teachers and heads

H04: The teachers'/head's social values have an insignificant effect on the school's organizational culture.

H05: There is an insignificant effect of the teacher's /head's life skills on the organizational culture of the school.

## 4. METHODOLOGY

The study was descriptive in nature. A quantitative survey research design was used. All secondary schools, male and female, in the district of Sargodha were selected as the population of the study. Teachers and head teachers of tehsil Sargodha, bhalwal and Shahpur were selected as the targeted population. The sample was selected through a multistage convenient sampling technique. The sample includes 508 teachers and 92 heads from the tehsils mentioned above. In tehsil Sargodha, 52 secondary schools were selected conveniently and a total of 308 teachers were selected from these schools, including 178 male teachers, 130 female teachers, and 52 head teachers (as all head teachers of sampled schools were considered). In tehsil Bhalwal, 20 secondary schools were selected conveniently, and a total of 100 teachers were selected, including 70 male teachers, 30 female teachers, and 20 head teachers. Similarly, in Tehsil Shahpur, 20 schools were selected conveniently, and a sample of 100 teachers was collected. This sample included 60 males, 40 females, and 20 head teachers. Three scales were used: the Multidimensional scale (Bolat, 2013) to measure social values, the IYF Life Skills Scale to measure life skills, and the Organizational culture scale (Ghosh & Srivastava, 2014) to evaluate the organizational culture of secondary schools. The data collected included the perspectives of teachers and head teachers on social values, life skills, and organizational culture. The data was analyzed using correlation, regression, through SPSS. The research findings revealed a strong relationship between the organizational culture of schools, the social values, and life skills of teachers and head teachers of secondary schools.

## 5. RESULTS

### Correlational Analysis

**Table: 1** Relationship among social values, life skills of teachers and head teachers and organizational culture of secondary schools

		Correlations		
		Sv	Ls	Oc
	Pearson Correlation	1	.545**	.381**
Sv	Sig. (2-tailed)		.000	.000
	N	600	600	600

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Ls	Pearson Correlation	.545**	1	.431**
	Sig. (2-tailed)	.000		.000
	N	600	600	600
Oc	Pearson Correlation	.381**	.431**	1
	Sig. (2-tailed)	.000	.000	
	N	600	600	600

Table 1 predicted the relationship between social values, life skills, and the organizational culture of schools. The relationship between social values and organizational culture was positive and significant, as  $r = .0.381$  and  $p = .000$ . We shall therefore reject null hypothesis which suggests that there is no significant relationship between teachers and the head's social values and the organizational culture of schools. The relationship between the life skills of teachers and head teachers and the organizational culture of the school was positive and significant, as  $r = 0.431$  and  $p = .000$ . We shall therefore reject null hypothesis which suggests that there is no significant relationship between teachers and the head's life skills and the organizational culture of schools. The Pearson correlation coefficient shows a strong positive relationship between social values and the life skills of respondents, which is statistically significant ( $r = 0.545$ ,  $P = 0.00$ ). We shall therefore reject null hypothesis which suggests that there is no significant relationship between teachers and head's social values and the life skills.

### Linear Regression Analysis

**Table: 2** Effect of Social Values of teachers and head teachers on the Organizational culture of schools

	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig</b>
(Constant)	32.753	2.343		13.981	.000
Social values	.406	.039	.396	10.537	.000

$F=111.025, R = .396, R^2=.157$

Table 2 shows the linear regression analysis for the effect of social values on organizational culture. The analysis revealed a significant relationship, with an R-value of .0.396 and an R-squared value of .157, indicating that social values of teachers and head teachers has a significant effect on organizational culture of secondary schools. The regression equation was also significant, with an F value=111.025 and P (0.000). The regression coefficient (Beta) for social values is .396 with a t value of 10.537 ( $P=0.000$ ) which also depicts a significant impact. We shall therefore reject null hypothesis which suggests that the teachers'/head's social values have an insignificant effect on the school's organizational culture.

**Table: 3** Effect of life skills of teachers and head teachers on the Organizational culture of schools

	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig</b>
(Constant)	31.488	2.278		13.820	.000
Life skills	.429	.038	.422	11.398	.000

$F=129.917, R = .422^a, R^2=.178$

Table 3 shows the linear regression analysis for the effect of social values on organizational culture. The analysis revealed a significant relationship, with an R-value of .0.422 and an R-squared value of .178, indicating that life skills of teachers and head teachers has a significant effect on organizational culture of secondary schools. The regression equation was also significant, with an F value=129.917 and P (0.000). The regression coefficient (Beta) for social values is .422 with a t value of 11.398 ( $P=0.000$ ) which also depicts a significant impact. We shall therefore reject null hypothesis which suggests that there is an insignificant effect of the teacher's /head's life skills on the organizational culture of the school.

### 6. DISCUSSION

The study's findings agree with prior studies on how social values and life skills influence the formation of organizational culture in educational environments. Correlation coefficient between social values and organizational culture is positive and significant. Schools that prioritize values like respect, integrity, and responsibility tend to be more successful in fostering a positive and inclusive culture. This research supports Lickona's (1991) study that social values are behavioral norms that regulate relations between members of a school community. Therefore, these student and staff behaviors are consistent with those values.

This study has confirmed a strong, significant, positive relationship between life skills and organizational culture ( $r = 0.431$ ,  $p < 0.00$ ), establishing the importance of effective skills that students and staff need to practice. These skills include communication, problem-solving, and communication.

According to a study conducted by Weare and Nind (2011), life skills facilitate the ability to overcome life challenges, promote teamwork, and create a positive learning environment. Overall, the study findings indicate a positive change in the faculty's interpersonal interactions and their ability to improve life skills within the school. This, in turn, contributes to the strengthening of the overall organizational culture. For example, schools that embrace life skills education demonstrate changes in students' behaviors, the learning environment, and discipline. The results of the regression analysis support these findings. Social values account for 15.7% of the variance in organizational culture ( $\beta = 0.396$ ), and life skills explain 17.8% of the variance ( $\beta = 0.422$ ).

Incorporating social values and life skills into education is crucial for strengthening organizational capacity. These components are fundamental in shaping a school's organizational functioning and the educational experience it provides. Values are integral to the ethical code that governs behavior within a school community (Lickona, 1991). The relationships, choices, and conflicts of the people form the basis of family values, creating a harmonious family structure and providing a purpose for the family. Developing important life skills such as effective communication, problem-solving, and emotional analysis helps both students and staff to build competency profiles, which enable them to tackle challenges, work collaboratively, and foster a positive academic environment (Weare & Nind, 2011).

Schools should promote the cultivation of positive social values and life skills as integral components of their culture, which will result in enhanced student performance. Students who are exposed to these conditions are more likely to engage in positive interpersonal communication, be more involved in academics, and exhibit less bullying or disruptive behavior compared to those in control groups (Cohen, 2006).

Furthermore, it is essential to establish a positive organizational culture based on social values and essential life skills that will contribute to the psycho-social development necessary for independent living outside the educational system. In our modern and ever-changing society, it is crucial to appreciate others' viewpoints and develop a mutual understanding of problem-solving as an element of interpersonal communication. Schools that integrate these principles and abilities into their value systems not only enhance the current educational experience at their institutions but also educate individuals who will be more adaptive and responsive to their future environments.

### 7. CONCLUSION

The main aim of current research was to check the "Effect of social values and life skills on organizational culture of secondary schools". It was concluded that the relationship between social values, life skills and organizational culture was positive and significant. The relationship between social values and life skills was also significant and positive. The effect of social values and life skills of teachers and head teachers on organizational culture of schools was significant.

### 8. RECOMMENDATIONS

- Based on the strong correlation between social values, life skills, and the organizational culture of schools, it is advisable for schools to actively encourage the growth of these factors among teachers and administrators. This can be accomplished through professional development programs, workshops, and seminars

- The study was limited to three tehsils in district Sargodha, so the results may not represent the entire district. To improve the study, other tehsils in district Sargodha could be included
- Incorporating qualitative analysis in future studies might enhance their use. Through qualitative analysis researcher can deeply observe or record the responses of respondents.

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